

## TAMASSEE-SALEM HIGH

P.O. Box 96  
Salem, SC 29676

**GRADES** 9-12 High School

**ENROLLMENT** 186 Students

**PRINCIPAL** Steve M.R. Moore 864-944-0444

**SUPERINTENDENT** Dr. Valerie Truesdale 864-638-4000

**BOARD CHAIR** Harry B. Mays, Jr. 864-972-2136

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**EXCELLENT**

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
11	5	2	4	0

#### IMPROVEMENT RATING:

**EXCELLENT**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 5 out of 5 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Below Average	Unsatisfactory	N/A
<b>2002</b>	Average	Good	N/A
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Excellent	Excellent	Yes

**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	<b>Our School</b>			<b>High Schools with Students Like Ours</b>		
<b>Percent</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Passed 2 subtests</b>	72.5	N/A	N/A	70.8	N/A	N/A
<b>Passed 1 subtest</b>	15.0	N/A	N/A	15.1	N/A	N/A
<b>Passed no subtests</b>	12.5	N/A	N/A	14.7	N/A	N/A

**EXIT EXAM PASSAGE RATE BY SPRING 2004**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Percent</b>	100.0%	95.4%

**ELIGIBILITY FOR LIFE SCHOLARSHIP**

<b>Percent of</b>	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	0.0	8.0
<b>Seniors who met the SAT/ACT requirement</b>	0.0	8.5
<b>Seniors who met the grade point average</b>	44.8	42.0

\*Using only the SAT/ACT and grade point average requirements

**GRADUATION RATE**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Number of Students</b>	29	146
<b>Number of Diplomas</b>	26	106
<b>Rate</b>	89.7%	74.5%

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	29	100.0	29	0.0	29	89.7	YES
Gender							
Male	14	100.0	16	0.0	15	86.7	N/A
Female	15	100.0	13	0.0	14	92.9	N/A
Racial/Ethnic Group							
White	27	100.0	28	0.0	28	89.3	N/A
African-American	2	I/S	1	0.0	1	I/S	
Asian/Pacific Islander	0	N/A	0	N/A	0	N/A	N/A
Hispanic	0	N/A	0	N/A	0	N/A	N/A
American Indian/Alaskan	0	N/A	0	N/A	0	N/A	N/A
Racial/Ethnic Group							
Non disabled	23	100.0	27	0.0	21	100.0	N/A
Disabilities other than speech	6	100.0	2	I/S	8	62.5	N/A
Migrant Status							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	29	100.0	29	0.0	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	0	N/A	0	N/A	0	N/A	N/A
Non-Limited English Proficient	29	100.0	29	0.0	29	89.7	N/A
Socio-Economic Status							
Subsidized meals	11	100.0	8	0.0	12	91.7	N/A
Full-pay meals	18	100.0	21	0.0	17	88.2	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 33.3%</b>									
All Students	40	100.0	12.5	40.0	30.0	17.5	55.0	YES	YES
<b>Gender</b>									
Male	19	100.0	26.3	31.6	26.3	15.8	42.1	N/A	N/A
Female	21	100.0	N/A	47.6	33.3	19.0	66.7	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	38	100.0	13.2	39.5	28.9	18.4	52.6	I/S	I/S
African-American	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	28	100.0	N/A	35.7	39.3	25.0	75.0	N/A	N/A
Disabled	12	100.0	41.7	50.0	8.3	N/A	8.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	40	100.0	12.5	40.0	30.0	17.5	55.0	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	40	100.0	12.5	40.0	30.0	17.5	55.0	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	24	100.0	8.3	33.3	33.3	25.0	66.7	I/S	I/S
Full-pay meals	16	100.0	18.8	50.0	25.0	6.3	37.5	N/A	N/A
<b>Mathematics - State Performance Objective = 30.0%</b>									
All Students	40	100.0	27.5	30.0	40.0	2.5	55.0	YES	YES
<b>Gender</b>									
Male	19	100.0	36.8	21.1	36.8	5.3	47.4	N/A	N/A
Female	21	100.0	19.0	38.1	42.9	N/A	61.9	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	38	100.0	28.9	28.9	39.5	2.6	52.6	I/S	I/S
African-American	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	28	100.0	3.6	39.3	53.6	3.6	75.0	N/A	N/A
Disabled	12	100.0	83.3	8.3	8.3	N/A	8.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	40	100.0	27.5	30.0	40.0	2.5	55.0	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	40	100.0	27.5	30.0	40.0	2.5	55.0	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	24	100.0	25.0	29.2	41.7	4.2	58.3	I/S	I/S
Full-pay meals	16	100.0	31.3	31.3	37.5	N/A	50.0	N/A	N/A

**Abbreviations for Missing Data**

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**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
<b>Students (n= 186)</b>				
Retention rate	4.9%	Down from 7.5%	9.5%	9.1%
Attendance rate	96.4%	Down from 96.5%	95.8%	96.0%
Eligible for gifted and talented	0.0%	No change	5.6%	5.8%
With disabilities other than speech	27.7%	Up from 24.4%	14.3%	12.7%
Older than usual for grade	14.0%	Down from 15.3%	12.8%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 2.5%	1.2%	1.6%
Enrolled in AP/IB programs	0.0%	No change	9.6%	10.2%
Successful on AP/IB exams	N/AV		42.3%	53.8%
Annual dropout rate	2.5%	Up from 2.0%	2.8%	2.7%
Career/technology students in co-curricular organizations	0.0%	No change	5.5%	3.6%
Enrollment in career/technology center courses	102	Up from 72	367	466
Students participating in worked-based experiences	18.1%	Up from 13.8%	21.1%	25.7%
Career/technology students mastering core competencies	71.8%	Up from 61.4%	73.7%	77.7%
Career/technology completers placed	N/A	N/A	98.3%	99.3%
<b>Teachers (n= 24)</b>				
Teachers with advanced degrees	37.5%	Down from 39.1%	48.1%	52.0%
Continuing contract teachers	79.2%	Down from 82.6%	81.5%	82.1%
Highly qualified teachers**	95.2%	N/A	89.2%	89.5%
Teachers with emergency or provisional certificates	0.0%		9.5%	8.6%
Teachers returning from previous year	76.6%	Up from 67.9%	84.2%	86.2%
Teacher attendance rate	95.2%	Down from 96.6%	95.3%	95.3%
Average teacher salary	\$40,430	Down 0.6%	\$40,289	\$41,060
Prof. development days/teacher	10.8 days	Up from 10.0 days	10.8 days	10.6 days
<b>School</b>				
Principal's years at school	1.0	Down from 8.0	3.5	3.0
Student-teacher ratio in core subjects	22.4 to 1	Down from 24.4 to 1	23.9 to 1	26.4 to 1
Prime instructional time	89.9%	Down from 91.5%	89.4%	90.0%
Dollars spent per pupil*	\$8,105	Down 47.2%	\$6,729	\$6,310
Percent of expenditures for teacher salaries*	56.5%	Up from 49.3%	58.3%	57.9%
Opportunities in the arts	Good	No change	Excellent	Excellent
Parents attending conferences	99.0%	No change	93.2%	89.3%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	91.0%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

We have enjoyed an exciting year filled with much student enthusiasm and improved community involvement. Students have participated in service projects, writing and poster contests, the Anderson, Oconee, Pickens Science Fair, Fine Arts and athletic events. Tamassee-Salem Middle and High School also received a visit from Representative Gresham Barrett who presented the school with a United States Flag in recognition for its endeavor to improve student life. There was an increase in the number of graduates from school year 2002-03 and improvement in the average SAT score.

The SIC made great strides to strengthen its committee this school year. Meeting each month, the SIC discussed the strategic plan and ways to honor students for their achievements. The Salem Lion's Club sponsored the Eagle Pride Program to honor student achievements and also gave a scholarship to a graduating senior who represented the characteristics of a successful student.

Continuing with the use of a state grant, teachers were provided the opportunity to attend conferences to strengthen the GT programs, writing, and best practices. An emphasis on Brain Research and best practices were used as the basis to begin to address the components and process of an exemplary writing program. The high school applied for the exemplary reading award and received feedback that will be useful for the future. The professional development library continues to be improved with the input of the administrative team to assist with future staff development opportunities.

The administrative team utilized the department chairs to focus on a new direction and assist the curriculum leadership team to develop more opportunities for projects across the curriculum. Standards in Practice was used by members of the faculty to develop and enhance projects for students.

Under the direction of a new guidance counselor, students and teachers were trained in peer mediation and conflict resolution in conjunction with character education for students. Students were provided with small group opportunities to address needs of students as a whole and discuss individual needs. Service Learning and Healthy Ventures provided students with opportunities to address community needs and healthy choices in relation to developing improved student responsibility.

We are accredited by the Southern Association of Colleges and Schools.

Steve M.R. Moore, Principal

Tina Winkler and Janet Gibson, Co-chairs for SIC

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	12	29	13
<b>Percent satisfied with learning environment</b>	63.6%	69.0%	69.2%
<b>Percent satisfied with social and physical environment</b>	75.0%	82.8%	53.8%
<b>Percent satisfied with home-school relations</b>	33.3%	79.3%	61.5%

\*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.